A Study by the
Women's Bureau
Department of Labour
Province of Manitoba

September 1974

MANITOBA

MOTHERS IN THE LABOUR FORCE

Their Child Care Arrangements

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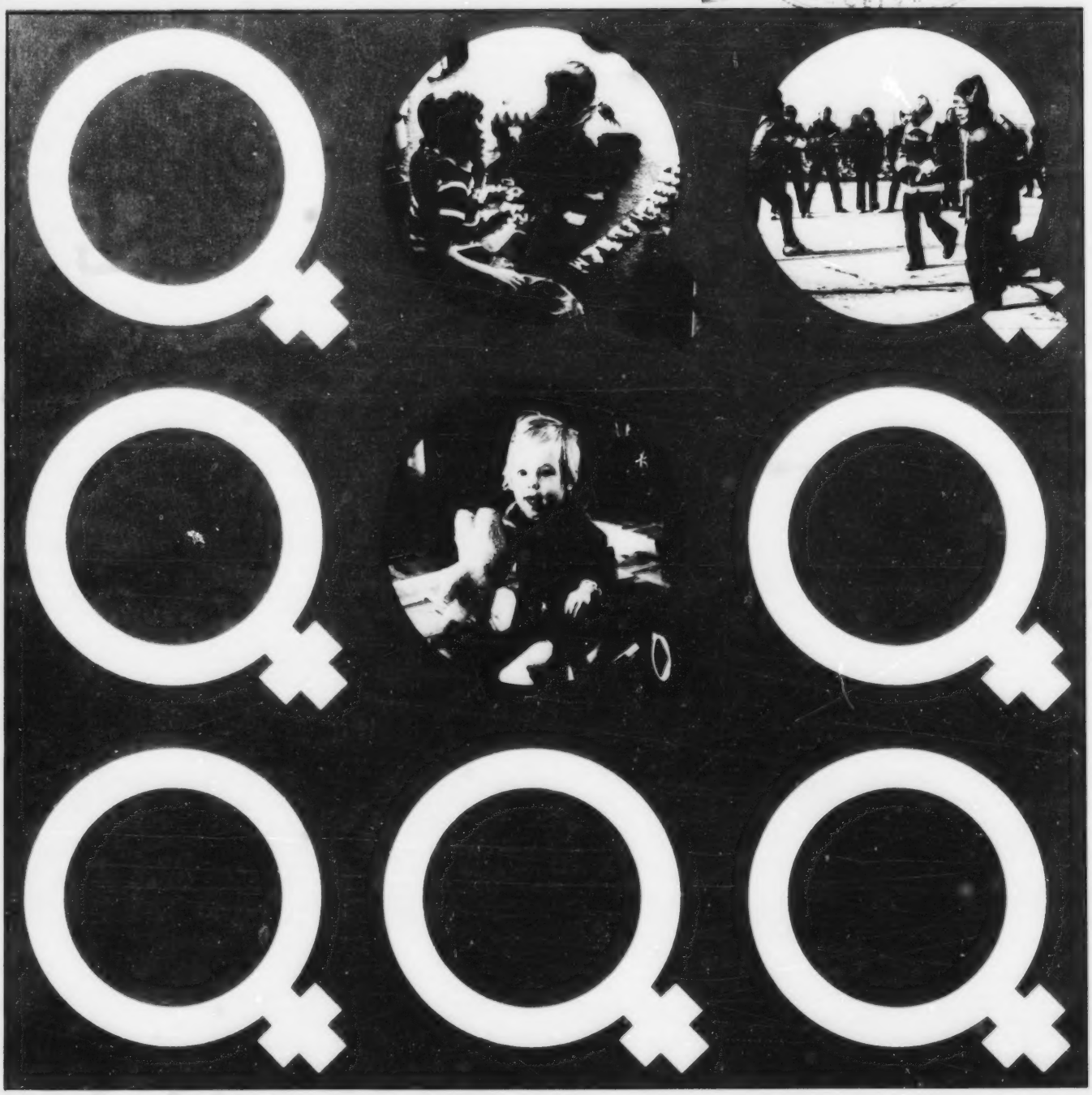

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MOTHERS IN THE LABOUR FORCE
Their Child Care Arrangements

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The Women's Bureau,
Department of Labour
and Planning and Priorities
Committee of Cabinet Secretariat
through the Student Temporary
Employment Program.
Manitoba Provincial Government

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MOTHERS IN THE LABOUR FORCE

THEIR CHILD CARE ARRANGEMENTS

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Province of Manitoba

inter-departmental memo

To: Hon. A.R. Paulley,
Minister of Labour,
227 Legislative Bldg.

Date April 18th, 1974.

From Mary Eady, Director
Women's Bureau

Subject: Child Care Study

First | Fold

In the summer of 1973, the Women's Bureau and the Planning Committee of Cabinet Secretariat, undertook a study of the current child care arrangements of a selected group of mothers in the labour force.

This study was undertaken to find out what arrangements mothers in the labour force in Manitoba are making for the care of their children when they are at work and what arrangements they would make if the preferred service was available at a price they could afford to pay.

Time limitations, as well as the fact that so little information is available in regard to child care services in rural and Northern Manitoba, this study is limited to the scope of the situation in Winnipeg and surrounding suburbs. We were also required to limit our research to a few selected industries. These industries were selected for our study in order to reach a good cross-section of women in the labour force by occupation, wages, education, etc.

Existing material and information on child care services in Manitoba, Canada, and certain other countries was examined and summaries of these findings are contained in the enclosed report. A wide variety of child care services in the Winnipeg area were visited. Meetings were held with the unions and employers of the organizations to be surveyed and excellent co-operation was received from them.

We do not attempt to make recommendations or to offer solutions, but attempt to convey the urgency to provide adequate child care facilities for the children of mothers in the labour force. The main findings of this study are:

(1) Women are entering the labour force largely due to economic necessity.

--- In July 1973, Statistics Canada reported that the average income rose 16% between 1969 and 1970, with price rises of about 7%. The average family income in Canada in 1971 was $10,113.00 compared to $8,732.00 in 1969. The average individual incomes increased about 8%. This would indicate double earner families are becoming more prevalent.

(2) The ever increasing number of sole support mothers who must work in order to support their families,(often at subsistance level).

--- According to the Vanier Institute, in 1966, there were 371,885 one parent families in Canada of which 300,383 were headed by females. This number will be even greater today due to the change of the divorce laws in 1968. (Statistics Canada's breakdown of the 1971 census figures in this category, were not available at the time of this study).

--- According to Statistics Canada, 1971, 7.9% of all families with male heads had incomes of less than $3,000.00 compared to 33.7% for families with female heads. On the other hand, 46.2% of all families headed by males had incomes of at least $10,000.00 compared to only 11.9% for families headed by females.

(3) By not providing adequate facilities, society is not keeping mothers at home, but perhaps denying adequate care to many children.

--- According to detailed federal labour force data, June 1973, there were 359,000 women in Manitoba between the ages of 14 and 65. Of that number, 151,000 were in the labour force, or 42.1%. For women between the ages of 20-44, the main child-bearing years, 53.6% of them are in the labour force, or 82,000 out of a possible 153,000. We must then come to a conclusion that a great many mothers are working outside the home.

(4) In most countries, priority is given to children from low income families, however, recent studies have shown the social, behaviourial, and motor development encouraged by child care programs in early childhood are essential for the development of all children.

--- An important aspect of supplementary care is the preventative element which may contribute to the early detection and remediation of emotional and learning disorders and provide compensatory experience for all children from economically and socially deprived homes.

--- Important for all children who are physically and mentally handicapped, in that it encourages integration with other children and gives relief to family stress situations where there is an emotionally or otherwise handicapped child in the home.

<u>The survey results, in brief, showed that</u>:

--- Community facilities were generally unavailable for children from the age of 0-2 (15% of the children surveyed), and from 6-14, (56% of the children surveyed.

--- The mothers in many cases, commented on the prohibitive cost of adequate child care.

--- It was evident from the comments that these mothers lacked sufficient knowledge or awareness of the advantages and disadvantages of child care facilities.

--- The mothers preferred the child care facility to be near home.

--- The sole support mothers fit into the lowest wage category and bore the highest cost of child care. (10% of the sample)

--- 24% of the mothers would have to quit work if the cost was increased.

--- 78% of the mothers had children in school. Only in 15% of the cases, were the children allowed to bring lunches.

--- 91% of the mothers worked when their children were under six.

We have delayed presenting this Report as we were awaiting official notification of the program to be offered by the Manitoba Government. When this has been received, we will include the information in the Manitoba section of the study.

Mary Eady.

Mary Eady.

/sa

cc: N.D. Cochrane

The following is a statement received from Manitoba's Health and Social Development dated August 29th, 1974.

1. General:

The new Provincial child day care program is designed to make it possible for good quality day care to be extended to preschool children throughout the province.

The assistance that the program offers, both to providers of day care services and to families requiring day care will enable community members to develop adequate facilities where a need clearly exists.

For individuals or groups initiating a day care facility, start-up and ongoing maintenance grants are available.

Families may receive subsidy to the cost of day care on an income related basis, provided that a social need exists as well.

The government will not be directly involved in the operation of facilities. However, a central support staff (Child Day Care Office) and trained personnel in the seven regional offices of the Department of Health and Social Development will be fully prepared to offer guidance and assistance to providers and to families.

For providers:

They may advise individuals or groups in the organization, administration and licensing procedures, and supply helpful direction on program content. The staff will monitor and evaluate day care services and will be particularly concerned that standards are upgraded and maintained.

For families:

Staff members will help parents to determine their eligibility for subsidy and will assist them in locating suitable day care arrangements for their preschool children.

More specific components of the provincial child day care program are outlined as follows:

2. DAY CARE FACILITIES:

Day care services operated and controlled by the consumer may take two separate forms:

a) Family day care - care in a single home to a maximum of five preschool children, including the providers own pre-schoolers. The homes must be individually approved to ensure safe standards and good quality care for children.
If necessary, the family day care provider will participate in an orientation program conducted by the Department.

b) Group day care - care for six or more preschool children in a group setting.
The organization offering the service must be incorporated and non-profit, as well as being representative of the community being served.
The facility must be licensed in accordance with the provisions and regulations as stated in the Public Health Act.

The maximum rate that a provider may charge is $5.00 per day or $2.50 per half day, and the rate must be uniform in any given facility.

3. FINANCIAL ASSISTANCE TO PROVIDERS:

Upon approval or licensing, start up grants will be available to providers. Group day care facilities will receive a once-only grant of $100.00 per child space and family day care homes will receive $50.00 per child space.

Once the facilities are operational, ongoing maintenance grants may be approved. These grants will be distributed twice yearly in advance. Thus, a group facility may receive up to $100.00 per child space per annum, and a family day care home may receive up to $50.00 per child space per annum.

4. FINANCIAL ASSISTANCE TO PARENTS

In order to be eligible for subsidy to the cost of day care, a parent or parents must qualify according to a social needs test and/or an incomes test.

a) Social needs test - establishes the need and the number of full or part days care required.
   i) The applicant may be single, widowed, divorced or separated and-
      - gainfully employed or intends to become so.
      - undertaking or intends to undertake educational

improvement, upgrading or training, medical treatment or a rehabilitation program.

ii) The applicant may be married and -
- both applicant and spouse are gainfully employed or intend to become so.
- one of the applicant or spouse is gainfully employed or intends to become so and the other is undertaking or intends to undertake educational improvement, upgrading or training, medical treatment or a rehabilitation program.

iii) Other special social needs (including physical, mental, emotional developmental, language or other handicaps) or a short term family crisis.

b) Incomes test - based on an income related individual assessment. Determining factors are the net family income, the size of the family, the number of preschool children, and the number of full or part days care required.
In general, those families whose income is less than the Manitoba average can receive partial or full subsidy, up to $1300.00 per child per year.

5. CONCLUSION:

The primary function of the Central Child Day Care Office is to provide provincial coordination, ongoing program assistance and support, and dissemanation of resource material.
Field staff and trained personnel in the regional offices of the Department of Health and Social Development will in turn offer their assistance and resources to both providers and parents in the community they serve. In addition, field staff will supervise inspection, licensing and monitoring of facilities.

The success of the child day care program depends upon the initiative and participation of interested community members, supported by the guidelines and aids that the program provides.

Roxy Freedman,
Coordinator,
Child Day Care

MOTHERS IN THE LABOUR FORCE

THEIR CHILD CARE ARRANGEMENTS

PREFACE

This study was undertaken to find out (1) what arrangements mothers in the labour force in Manitoba are making for the care of their children when they are at work, and (2) what arrangements they would make if the preferred service was available at a price that they could afford to pay. We must point out that this is not a scientific study, but a demonstration project to lay the groundwork for future, more intensive and more scientific research.

Time limitations, as well as the fact that so little information is available in regard to child care services in rural and northern Manitoba, this study is limited to the scope of the situation in Winnipeg and surrounding suburbs. Perhaps at some future date a more extensive study could be done which would give a more complete picture of child care services in Manitoba.

The lack of research models to follow in this area make it impossible to examine the situation in Winnipeg in a scientific way. We were required to limit our research to a few selected industries. These industries were selected for our study in order to reach a good cross-section of women in the labour force; ie: occupation, wages, education etc.

We have chosen mothers working outside the home because more and more women are, either by necessity or by choice, entering the labour force. We are aware of the crucial need for better facilities and for

an increasing number and variety of facilities for this particular group of women. We do not deny the need for universal parental support but feel that the mother in the labour force should be given first priority.

For your information we have defined the various types of facilities as they are generally accepted in Manitoba today. Some of these terms you may be familiar with but some you may not. Please refer to Appendix I as we will be referring to them frequently throughout the text.

Over the past few years there have been several studies done, both for the federal as well as the Provincial governments. These studies do not all deal exclusively with the problems of supplementary child care but with those of women in general, (Royal Commission on the Status of Women); poverty, (Senate Committee's Report on Poverty in Canada); and the problems of children with emotional and learning disorders, (C.E.L.D.I.C. Report). Many of the recommendations included in these studies are repetitious, however, it is interesting to note the context within which they have been made. Please refer to Appendix II as we will be referring to these studies throughout the text.

In the event that our readers would be interested in pursuing this topic further, we have included a bibliography of the material used in this study. Please refer to Appendix III.

We wish to acknowledge, with sincere thanks, the co-operation of the union representatives; the management and staff of the private and public firms in which we conducted the surveys; the mothers who participated; and the staff of the various facilities which we visited.

INTRODUCTION

To begin, perhaps we should look at the types of child care offered, not only in Manitoba, and Canada, but in other parts of the world as well.

We have chosen to outline these by the definition of Edward Zegler, Director, Office of Child Development, U.S.A. These definitions closely follow the programs and ideals in practice in Canada, with the exception of the medical and dental care given to children in the U.S. through the developmental Day Care programs.

In an introduction to a special edition of Children Today, January-February, 1972, Mr. Zegler defines the various programs as follows:

(1) Developmental Day Care - for children of working mothers providing the child with physical, social and intellectual development under the supervision of trained workers. The child takes part in planned educational and recreational activities, receives nutritious meals, medical and dental examination and follow-up. Parents are actively involved. These services can be provided in day care centers, family day care homes and in their own homes through home based programs.

(2) Comprehensive Day Care - offers a wide variety of education, health and counselling services to children and their parents.

(3) Custodial Care - does little more than ensure the supervision and physical safety of children whose mothers are at work.

There are many reasons for mothers working outside the home - the industrial revolution; the changing role of the family; the rising levels of aspiration; and the need to remain solvent in today's world of rising prices.

The role of the family, in every known society or culture, is to meet the basic needs of its members, and, until recently, this has been the focus of a woman's life. Family organization is undergoing change, the extended family is being replaced by the nuclear family which in many cases, is separated from relatives by many miles. This is due to the geographic mobility so prevalent in society today.

As a result of this mobility many mothers in the labour force must turn to other sources to find supplementary child care as a replacement for the kinship relationships available in the past.

There are many considerations to be taken into account. One major reason for supplementary care is based on the advantages that early childhood education offers to young children.

We do not attempt here to make recommendations - they have been made over and over to responsible governments and agencies all over the world - nor do we attempt to offer solutions to this increasing problem. We merely wish to acquaint our readers with what is happening in this regard and perhaps convey the urgency of this problem in order to create food for thought, concern and action.

STATUS OF WOMEN IN MANITOBA

The status of women in the labour force has changed greatly in the past eighty years, especially in the past two decades. In the early years women were often exploited, working for long hours at low wages. However, over the years the conditions of labour have changed and the opportunity for higher education and technical advances have made it more and more possible for women to work outside the home.

During the second world war, women proved to be an invaluable source of manpower while the men were in the armed forces. They worked in munitions, aircraft and clothing factories; filled many positions in insurance offices, banks, the civil service; and held many other positions previously considered only suitable for men. During this period the federal government provided day care facilities for working mothers in many areas of the country.

When the war ended the men began to return home and the factories were no longer required. The women were forced to return to their homes. The government lost interest in the day care centres and, for the most part, these were closed. Many of these women, being accustomed to financial freedom, did not remain at home, but found employment elsewhere. They had proven that they could do the jobs previously done by men and did not take kindly to the conditions forced upon them. They went about changing the situation.

> "The economy of the province and this country depends on these women to a very marked degree. To mention just a few, most hospitals, schools, offices and retail stores would grind to a halt

> if women suddenly withdrew their labour". (Speech to the Manitoba Business and Professional Women's Club May 16th, 1973, by Mary Eady, Director of the Women's Bureau, Department of Labour, Manitoba Provincial Government).

The reason for women working are largely tied to economic problems, ie: maintaining a satisfactory standard of living; the reinforcement by the mass media via the methods used in advertising goods and services in raising the level of aspiration. There are also many women in the labour force who find the role of the housewife too restrictive. They seek employment outside the home in order to further their own careers as well as to bring personal fulfillment and enrichment to their lives.

In July 1973, Statistics Canada reported that the average income rose 16% between 1969 and 1970 with price rises of about 7%. The average family income in Canada in 1971 was $10,113.00 compared to $8,732.00 in 1969. The average individual incomes increased about 8%. This would indicate double earner families are becoming more prevalent. The average yearly family income in Manitoba is $9,083.00. (#48)

Another valid reason for women working is the existance of many sole support mothers who must work to support their families. According to the Vanier Institute in 1966, there were 371,885 one parent families in Canada of which 300,383 were headed by females. (#29) The major problem facing these mothers is financial insecurity and the fact that there is no real way to improve their standard of living. In the case of deserted, separated, and divorced mothers, in many instances, maintenance orders are not enforced. Sole support mothers, through lack of experience, are often only able to obtain minimum wages. When retraining is attempted, society puts many unnecessary obstacles in her way. The principle one being the persistant refusal to acknowledge the need and make provision for the establishment of adequate child care facilities.

In addition to the women who work to raise their level of aspiration, the women who wish self-enrichment, and the sole support mothers, there is another group of women whose husbands cannot earn enough to provide an acceptable standard of living.

> "The major difference between the traditional roles demanded of men and women in our progressing society is that man's role is recognized as being an economic contribution to society and women's is not.... This in spite of the fact that if, for any reason, the wife and mother is unable to perform the services demanded of her, they must be done by someone else at a recognized cost." (#45 P. 40)

Clearly working mothers of two parent families should be allowed the same considerations as the sole support mothers. In the majority of cases these mothers have no choice but to enter the labour force in order to maintain their families at a reasonable standard of living. Obviously child care services must be made available to these working mothers at a price they can afford to pay.

There is a strong need to get away from the social welfare image of day care. Although the recognized need for such supplementary care for children of sole support parents and low income families is obvious there are all those children of working parents who are in dire need of these support services as well. The social and educational development of pre-school children is vitally essential to their future growth and should be available to all children.

Most subsidized programs in Canada, and in Manitoba are geared to children of the sole support parents and low income families. It is generally felt that parents from upper and middle income groups can afford to pay for supplemental care of their children - providing that the space

is available and the service is satisfactory. However, this leaves a very large section of the population, the "working poor", out in limbo. They earn too much to be subsidized, but not enough to pay for these services.

In the Barber report, (#2 P.48), the following table shows the percentage of families in Manitoba and Canada who are living below the poverty line.

TABLE 5.2

Poverty by Size of Family, Canada and Manitoba Compared, 1969

Incidence of Poverty Basis

Family Size	Economic Council Definition		Senate Committee Definition	
	Manitoba	Canada	Manitoba	Canada
	(Percent)		(Percent)	
1	29.7	35.1	33.2	38.5
2	30.7	23.9	34.9	27.8
3	18.6	13.5	23.3	17.1
4	17.3	12.6	22.4	16.1
5 or more	28.1	20.4	34.6	26.9
Total	26.1		31.1	

Source: *Income Distribution by Size in Canada*, 1969, Statistics, Canada.

In Guidelines for the Seventies (#36 P. 24) the following table shows that 71.2% of families in Manitoba are living below the Manitoba average family income.

TABLE 2-7

COMPARISON OF INDIVIDUAL AND FAMILY INCOME DISTRIBUTION, MANITOBA, 1969 AND OF FAMILY INCOME DISTRIBUTION, MANITOBA AND CANADA 1969

Income (dollars)	Percentage Distribution					
	Manitoba				Canada	
	Individuals*		Families**		Families**	
	Actual	Cumulative	Actual	Cumulative	Actual	Cumulative
Under $3,000	40.0	40.0	21.9	21.9	16.7	16.7
$3,000-$4,000	12.5	52.5	9.2	31.1	7.1	23.8
$4,000-$5,000	10.2	62.7	9.1	40.2	6.9	30.7
$5,000-$6,000	8.8	71.5	8.7	48.9	8.0	38.7
$6,000-$7,000	8.3	79.8	7.7	56.6	8.9	47.6
$7,000-$8,000	6.0	85.8	8.4	65.0	8.7	56.3
$8,000-$9,000	4.0	89.8	6.2	71.2	8.4	64.7 -
$9,000-$10,000	2.9	92.7	6.2	77.4	7.3	72.0
$10,000-$11,000	2.0	94.7	4.8	82.2	5.6	77.6
$11,000-$12,000	1.3	96.0	4.1	86.3	4.6	82.2
$12,000-$15,000	2.0	98.0	6.4	92.7	9.3	91.5
$15,000 +	2.2	100.2	7.3	100.0	8.6	100.1
	100.2		100.0		100.1	

Note: Totals do not equal 100.0 due to rounding.

Source: * Individual income tax returns: Department of Finance
** Statistics Canada, *The Family Expenditure Survey 1969*

According to Detailed Provincial Labour Force Data, June, 1973, there were 359,000 women in Manitoba between the ages of 14 and 65. Of that number 151,000 were in the labour force, or 42.1%. For women between the ages of 20-44, the main child bearing years, 53.6% of them are in the labour force, or 82,000 out of a possible 153,000.

As the ages of 20-44 are considered to be the child bearing years, we must come to the conclusion that a great many mothers with young children are working outside the home. A solution to the needs for supplementary care must be found.

THE PROS AND CONS OF SUPPLEMENTARY CHILD CARE

There are many myths attached to supplementary child care, the main one being that the woman's place is in the home. However, due to the current skyrocketing cost of living, many families are finding it impossible to maintain their present standard, never mind improving it, with one wage earner. More and more women are therefore entering the labour force.

The Status of Women report makes a very valid point:

> "Our aim is neither to require women to enter the labour force, nor to compel them to stay home with their children. Many women want to undertake full time care of their children; others prefer outside activities or paid work. They should receive the help they need to make a choice possible. At present, women do not have the opportunity to choose or the choice may carry unfair penalties." (#44 P.262/263)

In other words, mothers are working outside their homes. The crucial question, then, is where are their children? By not providing adequate facilities, society is not keeping mothers at home but are perhaps, denying adequate care to many children. There are gaps in the provision of services. These are universal and not unique to Canada and Manitoba. There is need for expanding family day care programs for children under three years. The need for lunch and after four programs for children from five to fourteen years is crucial. Many children in this category are left unsupervised; many mothers and fathers are forced to plan shift work around the care of their children; and many children are left in care that is inadequate because there is no alternative.

Supplementary care can strengthen family life by alleviating emotional strains on the family giving families time to be together as a unit, and providing parents with the satisfaction that, while they are away from their homes, their children are receiving adequate care.

Another myth pertains to the old fashioned ideal that institutional care is bad for children. This philosophy goes back to the times when institutions such as orphanages gave only custodial care to children with little thought to their development. Old studies on the effects of maternal deprivation held to this idea. However, present evidence is inconclusive as to the positive or negative effects on the husband-wife relationship or on the social development of the child.

A third myth that should be discarded, therefore, is that which relegates supplementary child care to the welfare system. Unfortunately, this is not only a myth but an attitude held by many today. These services have proven to be enriching and of benefit to all children from all classes of society. Although, in most countries, priority is given to the children from one parent and low income families, the social, behaviorial and motor development encourages in these programs are essential for the development of all children. Research has shown that the first four or five years of a child's life are the periods of most rapid growth, both physically and mentally and, in these years, children are most susceptible to their environment.

Deprivations at this age can be detrimental to the further development of the child. One of the most important elements in group experience is the time and freedom children have to socialize and interact

with other children; with adults other than his parents; and with their environment in a variety of situations. In the past the large extended family provided these elements. In today's society, where apartment living and small families are more common, the child often lacks the space and the variety of experiences which would allow him to explore freely and to make discoveries on his own. Supplementary care provides one visable alternative.

An important aspect of supplementary care is the preventative element. The Commission on Emotional and Learning Disorders in Children (The C.E.L.D.I.C. Report) found that:

> "In relation to the school system it has become more and more evident that children from lower class, socially impoverished circumstances there is a high proportion of school failures, school dropouts, reading and learning disabilities as well as life adjustment problems. (#18, P.32)

In addition, there are children who are physically and mentally handicapped. In Canada there are wide variations between the provinces and among school districts in the provision of nursery schools and kindergartens. These are seen as having potential value in the early training of all children and in the identification and management of children with emotional and learning disorders. The absence of any comprehensive well-formulated public education policy in pre-school programs has produced a hap-hazard array of services in the field.

Child care facilities such as day nurseries, family day care, lunch and after four programs may contribute to the early detection and remediation of emotional and learning disorders and provide compensatory experience for all children from economically and socially deprived homes.

According to the C.E.L.D.I.C. Report the following is necessary:

> "(1) Commitment to the total child to strengthen the normal aspects of his development, not just to alleviation of his problems. (2) Service provided to every child as a right and without loss of status and (3) A range of services that is economically, geographically and socially acceptable to the child in need and to those responsible for his day to day care." (#18,P.300)

According to Howard Clifford, Consultant, Community Services, Department of Health and Welfare, Ottawa:

> "The growing number of working mothers with preschool children has far reaching implications for family life... women are entering the labour force in response to a number of social pressures...the primary one is economic necessity. When a mother is forced to work, family dislocations are inevitable, often leading to emotional problems for her children...unless sound substitute care and emotional supports are provided." (#19,P.15)

In addition, supplementary care is seen as augmenting other community services. It can give relief in the home where one parent is mentally or physically ill; it can give peace of mind to the sole support parent; it can give relief to family stress situations where there is an emotionally or otherwised handicapped child in the home; or it can provide, to mothers who choose to stay in the home, a chance to take advantage of recreational and/or educational opportunities so necessary to her own mental and physical well being.

In his book, "Let's Talk Day Care", Dr. Clifford concludes:

> "Day Care and other pre-school programs are important to the development of all children. Our goals need to go beyond the prevention of possible breakdown and pathology and to view the pre-school years as pregnant with the possibilities of promoting growth, self-actualization, and a new and better society."(#20,P.178)

CHILD CARE IN MANITOBA

The first kindergarten in Manitoba was established in 1892 by the Winnipeg Free Kindergarten Association. This was a voluntary organization concerned about the care of children whom they felt were neglected by working parents. Prior to this, in 1890, the Statutes of Manitoba authorized school boards to set up kindergartens if they were thought to be necessary. The association remained active until the 1940's when kindergartens were introduced into the school system.

On March 12, 1909 the Day Nursery Centre Inc. established its first day nursery at 303 Flora Avenue, which moved in 1912 to larger quarters at 378 Stella Avenue where it operated until a new building was erected at 336 Flora Avenue in January, 1972. They have two other centres now operating, one at 650 Broadway which opened December 1, 1955 and the other at Holy Trinity Church which opened in September, 1970.

Churches also set up facilities for these children but they generally disappeared when the public nurseries were set up. Examples of this type of facility were the Stella Avenue Mission, Point Douglas Church and the Jeanne D'arc Centre which was maintained in the parish of the Immaculate Conception by the Franciscan Sisters.

In 1933 Weston Community Centre established a kindergarten and in 1937 the Parent Education Association of St. Vital founded a kindergarten. Unfortunately, despite the legislation effective in Manitoba at this time, public kindergartens were slow in developing.

In January 1943, J. Zuken, a trustee of the Winnipeg school board at that time, brought a motion before city council to establish such classes effective September 1, 1943.

> "The motion suggested that, first, the kindergarten was almost generally recognized as a valuble institution that helped the child's gradual adaptation to school life; and, secondly, that the measure proposed would promote the health of children in poverty areas of the city insofar as it would facilitate the checking on the health of preschoolers by health officials who had difficulty reaching such children." (#51 Pg.5)

The motion was defeated. However in February 1943, it was repeated and referred to the Management Committee of the City Council. In September 1943, four experimental half day kindergartens for five year olds were started. Today, kindergartens are available in most schools, with pre-kindergartens for four year olds provided in some of the schools in the inner city areas.

The problems associated with the provision of child care facilities in Manitoba are really no different from those found in the rest of Canada and other countries in the world.

The development of early child care facilities has been slow. In October, 1956 St. Joseph's Day orphanage opened a day nursery; in 1962 the Family Bureau extended its homemaker service to sole support mothers with 3 or more children; in 1964 Westminster United Church established a lunch and after four program; in 1966 the Family Bureau began its Family Day Care Program; in 1969 Knox Day Nursery was established; Children's House Nursery school opened in 1967. These facilities are still in operation. There have been many short term programs offered since the

initiation of the Local Initiatives Program (L.I.P.), the Provincial Employment Program (P.E.P.), the Opportunities for Youth Program (O.F.Y.) and the Student Temporary Employment Program (S.T.E.P.)

We have only attempted to mention a few but in all there are:

> "A total of 88 day care facilities in the province, almost 90% of these are located in Winnipeg. Furthermore, about 85% of facilities are operated by private entrepreneurs for profit, and thus the cost of day care in these centres is prohibitive for many families, especially those with low incomes. However, the province does pay part or all of the cost of day care in approved facilities for families which need the services but cannot afford it." (#36 Vol.II, P.42)

In August 1971, the Provincial Government set up a special program under the Planning and Research Divisions of the Department of Education and the Department of Health and Social Development to study early child care services in Manitoba. In their interim report, September 1972, they outline the three major concerns in this area.

(1) "The first source is the growing public concern for children who are disadvantaged by a variety of handicaps (social, physical, emotional, and/or economic...

(2) the growing number of working mothers seeking quality care for their young children...quality care for the children of working mothers is a concern of all levels of government, federal, provincial and municipal...

(3) the rapidly expanding body of knowledge on the development and education of young children. This knowledge about the intellectual, social, emotional, and physical development of young children has increased the concern for the child rearing practices which can enhance growth and development." (PP3/4)

The Provincial Government's policy paper, the "Guidelines of the Seventies" published recently, stated that:

> "Accessibility is limited because of limited supply, financial barriers in some instances, social stigmas attached to the receipt of certain services, and a fragmented delivery service. In the seventies, the province will attempt to ameliorate the last two problems - fragmented delivery of services and geographical disparaties, by the development of a regionalized and integrated health and social service delivery system." (#36, Vol.II, P.42)

To better understand the delivery of child care services in Manitoba, we visited five day nurseries, 2 private commercial centres and 3 private non-profit centres, 2 nursery schools, 1 lunch and after four program, 1 parent co-op, 1 special pre-kindergarten within the school system and one regional school where a vocational program included a nursery school. All these facilities are located in Winnipeg and its suburbs. We also discussed the family day care and homemaker situation with the one social agency offering these services in Winnipeg at the present time.

In the day nurseries we found a variety of programs. One commercial nursery was especially designed for small children, with ample play space both indoors and out. The program was geared to all aspects of the developmental care outlined previously and included a spacious gym and small swimming pool complete with a qualified instructor. The other was in a two story home, which was set up with child size furniture. There was a large outdoor play area and the basement included some room for indoor recreation. The centre appeared crowded and they did not appear to have a designed program. This centre would fall into the category of custodial care. Funding for these facilities came from private investment. The children attending these centres ranged from 18 months to

to 6 years in one, and from 2½ to 6 years. The fees ranged from $4.00 per day to $4.50 per day for full time care and varied dependant upon attendance. The parents of most of these children paid the full fees with a few being subsidized through provincial regional offices. One of the centres provided transportation at $10.00-$24.00 per month dependent upon distance travelled and frequency of attendance at the centre. In one of the centres the staff were University or Community College graduates with one RN to care for the babies while the other had no staff trained in child care but who were presently attending the local Community College. There were no parent volunteers working in either with little parent involvement other than personal interest in an individual child. Both centres were open all year round. Both centres offered two snacks and a hot lunch.

In the non-profit centres visited, all three catered to one parent, low income and immigrant families and were subsidized by the provincial government on a cost sharing basis with the Federal Government under the Canada Assistance Plan. These nurseries fall into the category of comprehensive care. One centre was new and designed especially for young children, one was part of an orphanage with classrooms geared to young children and the other was in the basement of a church which had been cleverly and colourfully renovated to adapt to children's needs. All had ample space, light and equipment for indoor activities and recreation. Two had large outside play areas while the other used a large city park with swings etc. for outside play. All centres had programs designed for the physical and mental development of the children. One centre was originally funded by charitable donations, two were under the auspices of the United Way, and one was originally funded by the

provincial government. Most parents using these centres were largely subsidized by the Provincial Government on a sliding scale. The per diem costs ranged from $5.75 to $7.98 for full day care. None provided transportation. The staff at all three centres were University graduates, junior or senior community college graduates, with two centres providing a part time social worker with clerical and general support staff. All centres offered 2 snacks and a hot lunch. There were no parent volunteers working in any of these centres although one centre had senior citizens one evening a week while the parents held a meeting. There was very little parent involvement. All three centres closed during the summer, two for three weeks and one for a month.

Of the two nursery schools visited, one was Montessori oriented and one was run by the YMCA both with a great deal of parent involvement. One was held in a renovated warehouse, bright, colourful and geared to small children. The other was held in a YMCA Building. Both nursery schools are private with parents paying the full fees but also including some children through Provincial regional offices. Fees for one were $350.00 a year for part time and $650.00 for full time, with no transportation, the other was $35.00 per month with bus service in the afternoons. Both centres had professionally trained staff with one including a male teacher. The children ranged in age from 2½ years to 6 years. No lunches were provided. Snacks were served both morning and afternoon. Both would be classed as developmental care.

The lunch and after four program provided care for children of one local school. The children ranged in age from 4 to 11 years. A hot

lunch is provided and a snack in the afternoon. The centre is located in a church basement. Furniture was geared to small children. Some parents are subsidized through provincial regional offices with the balance paying on a sliding scale. The fees charged are $3.20 per day per child. The teacher was a professional with experience in child care with a cook and a part time volunteer. There were no parent volunteers working in the centre with little parent involvement. The centre is small and bright. There was no evidence of outside play area. The centre was initially funded privately by parents and the church board with some funding from the United Way. The centre is closed for July and August, however, students operating on a special grant were providing care for the children in the area over the summer months.

The family cooperative nursery school was located within a coop housing project. The space was bright and colourful with amply play space and was provided by the housing cooperative. The outdoor play area was just being developed. Equipment was donated by parents. The age of the children ranged from 3 to 5 years. There was no full day care provided. The teacher was a professional with early childhood training. There was also staff provided under a L.I.P. grant which terminated on May 31, 1971. Parents, in order to have their child enrolled, were obligated to donate a certain amount of time. The fee charged was $1.00 per day for half days only. The program was funded by a demonstration grant from the Early Childhood Education Branch.

The pre-kindergarten is in a core area school. There are two schools on the property with the older building renovated by environmental specialists. The school was converted into open play area with five

classrooms. The new concept of space was utilized. In a grade one classroom there were no desks, the children were allowed to move around freely and to proceed at their own level. The whole effect was one of creative imagination, very colourful and practical. The classes in the school consisted of a pre-kindergarten, a kindergarten, a grade one, a grade two and a special classroom for children with learning and emotional disorders. The program was open to all children in the neighbouhood.

This program was staffed by eleven qualified teachers, one teachers aide plus support staff from the public school system as follows: one social worker, one psychologist, one speech therapist, one reading specialist, a part time librarian, health nurse and a physical education teacher.

The original funding came from the Department of Education Research and Planning Division. This was one of eleven such programs.

We also visited a regional composite high school which offered a course on Institutional studies. This is an option course provided within the regular school system. The students enrolled in the course in child care spend half their time in classes and half in the small nursery located within the school. Space was limited but bright and cheerful. Outside play space was being developed. The teacher is a registered nurse.

The child care program is limited, however the schools' board sees the need for child care facilities and it is possible for the program to be changed. The school was originally funded by the Federal and Provincial Governments and is sustained by the school division.

We have outlined the various facilities and attempted to place them into a category. As mentioned before there are only 88 day care centres and nursery schools in the province. Consequently, mothers must make alternative arrangements for the care of their children. The most common alternative is that of care provided for the children in the homes of relatives, friends and, in many cases, the homes of strangers. This type of care is often inadequate.

We contacted a family agency in Winnipeg which provides family day care and homemaker service to working mothers. This type of care is comprehensive as it includes selection and supervision of the day care home by a social worker creating liason between the mother, the day care mother and the agency. The needs of the child and the mother are therefore discussed in counselling sessions with the social worker, and homes and homemakers are selected to fill these needs. The fees for this service are $5.14 for full family day care, $4.14 for lunch and after four care, $2.25 per hour plus time and a half for overtime for homemakers. As this program is geared largely to sole support, low income mothers, it is largely subsidized by the provincial government. This program fills some of the gaps in service as it can provide the necessary care for infants and latch key children.

At the present time the Manitoba government is working on a program involving parents and the community to be cost shared with the Federal Government. It is not known when this program will be in operation. The commitment of parents of time and energy are desired in the operation and administration of parent/community programs. Small centres are preferred with a combination of alternative programs, ie: lunch and

after four, family day care evolving into the community to provide an over all service. Utilization of existing spaces, ie: schools, churches and community clubs would reduce capital expenditure. Staff would be assessed on competencies, ie: early childhood training, administrative experience etc. from a variety of professions, concerned with children and family services.

To conclude, it is obvious that the present services in Manitoba do not fill the need for adequate child care facilities. The parent involvement is minimal for the reasons that:

(1) The mothers work during the day.

(2) they have housework to do in the evenings and on weekends.

(3) they must have some free time to spend with their children.

(4) they must have some time for their own recreational needs and,

(5) in many cases, due to low wages and their living expenses, do not have sufficient funds to pay for additional baby-sitting in order to attend parent/centre meetings.

We trust in the future, that a way will be found to encourage both community and parental involvement that will be meaningful to the future of supplemental child care in Manitoba.

RESULTS OF THE SURVEY

As previously pointed out this was not a scientific survey, but we were able to reach a good cross-section of working mothers. (A copy of the survey form may be found in Appendix IV) We interviewed 80 mothers (those with children 0-14 years old), who were employed by two private organizations and two from the public sector. Their ages vary as do their educational levels, their positions and income scales.

Their views in regard to child care do vary some, but for the most part showed that, although they are employed, for whatever reasons, their prime concern was the welfare of their children. Most preferred care of the children in their own homes by the fathers, grandparents or another relative. There was a general lack of knowledge as to what types of care and what facilities are available in Winnipeg. There was also a lack of knowledge as to the benefits of supplemental care to young children.

We enquired as to whether mothers would use facilities if they were available at work. Many said that they would do so, dependent on the age of the child. Most felt that lunch and after school programs would be ideal for the school aged child.

We interviewed many mothers who were immigrants to Canada, Greek, Chinese, Yugoslavian, Hungarian, etc. Of the 80 mothers, 39 spoke a second language in the home and 25 spoke another language at work. Most of these mothers were employed in factories. Of the 35 mothers educated outside of Canada, 18 received the equivalent of Grade IX or less, with 7 with Grade VI or less. Six had received a University degree in their own country. In all, 45 mothers had Grade X, XI and XII; 12 had degrees or some university education and the balance had Grade IX or less.

Age of Mothers

Under 20 1
20-29 36
30-39 31
40-49 9
50-59 3

--- The average distance to and from work was 4.6 miles with 50% of the mothers travelling less than 2 miles.

--- 33 mothers travelled by car, 35 by bus, 18 walked and 2 cycled dependent on the weather.

--- The child care facility was near home in 79% of the cases, near work in 5%, and in 16% of the cases, elsewhere in the city.

--- The children were transported to and from the child care facility by bus in 4 cases, by car in 15 cases, and in 20 cases the children walked, and in 1 case transportation was provided by the centre.

--- The average length of time these mothers had been employed at their place of work was 4.5 years with 74% being employed from 1-5 years.

--- The positions held were 33 clerical, 5 licensed practical nurses, 4 registered nurses and 38 factory workers.

--- 86% of the mothers worked full day shifts, 10% of mothers working evenings, 2% working nights and 4% working part time days. Of the nine mothers who worked shifts, 5 arranged the shift in order that the father could care for the children. In 4 cases the father arranged for shifts.

--- Of the 2 mothers who worked part time, one would work full time if adequate care was available and the other preferred part time work.

Family Income			Husband			
Amount	2 parent	1 parent	Ill	Student	Self Emp.	Unemployed
200/299	-	2	-	-	2	-
300/399	-	4	1	1	-	1
400/499	-	2	-	2	-	-
500/599	2	1	1	-	-	-
600/699	2	6	-	-	-	-
700/799	4	1	-	-	-	-
800/899	10	-	-	-	-	-
900/999	8	-	-	-	-	-
1000/1099	10	-	-	-	-	-
1100/1199	8	-	-	-	-	-
1200/1299	2	-	-	-	-	-
1300/1399	9	-	-	-	-	-
1400/1499	-	-	-	-	-	-
1500/1599	-	-	-	-	-	-
1600/1699	-	-	-	-	-	-
1700/1799	-	-	-	-	-	-
1800/1899	-	-	-	-	-	-
1900/1999	1	-	-	-	-	-
TOTAL	56	16	2	3	2	1

--- 68 mothers were married, 2 were widows, 2 were single, 5 were separated and 4 were divorced.

--- Please note that the sole support mothers fall into the lowest wage category.

Cost of Care Per Day

.00- .99 - 32
1.00-1.99 - 12
2.00-2.99 - 12
3.00-3.99 - 14
4.00-4.99 - 5
5.00-5.99 - 4
6.00-6.99 - 1

--- It is to be noted that the higher cost was born by 10% of the mothers with the lowest incomes.

--- 64% of the mothers felt that the cost of the care was reasonable, 12% felt that it was high, 4% felt that it was a sacrifice and one did not comment.

--- 24% of the mothers stated that they would quit work if the cost they were presently paying was increased.

--- 20% were sole support mothers and 10% of the mothers were from two parent families who could not quit work because the income they earned was a necessary addition to the family budget.

Number and Ages of Children

Infant	1	2	3	4	5	6	7	8	9	10	11	12	13	14
9	6	13	13	14	7	12	11	14	7	10	8	6	8	4
28			34			80								

--- 78% of the mothers had children who were in school. Only in 15% of the cases were the children allowed to bring their lunches to school... some of whom attended parochial schools or lived some distance from the school.

--- 91% of the mothers worked when their children were under six. 7 mothers did not...of the 7, 2 would have worked if adequate care had been available and 5 would not have worked regardless.

--- Convenience of location was the reason for choosing a specific type of care in 36% of the cases; cost was the factor in 12% of the cases, 22% chose the care for other reasons. (Most of these children were cared for in the home) and only 10% chose the facility because of the program offered.

Type of Facility Used

		No.	%
Day Nursery	- Full time	9	11%
Nursery School	-	0	0%
Family Day Care	- Agency-Full time	2	3%
" " "	- Agency-Lunch and after four	1	1%
Family Day Care	- Private-Full time	21	2 %
" " "	- Private-Lunch and after four	3	4%
Homemaker	- Private-Full time	3	4%
Headstart	- Full time	1	1%
Care in own home	- Father	15	19%
	Other Relative	16	20%
No regular arrangements		8	10%

--- Please note that 44% had care in their own home.

--- We found that in case of emergency or illness that 60% of the mothers would go home and in 22% of the cases the father or another relative would be in the home.

--- Vacations did not present a problem as they were generally able to make other arrangements for the short period involved.

--- We found that, having asked the hypothetical question: "What child care facilities would you prefer if cost were not a factor?" We have the following results:

		Numbers	%
Day Care Nursery		11	14
Nursery School		2	3
Family Day Care:	Agency	3	4
	Private	9	11
Homemaker:	Agency	2	3
	Private	12	15
Care in own home:	Father	11	14
	Other	12	15
Headstart		1	1
At Work		24	30
At School		21	26

--- Many chose two types as services are not provided at work or at schools at the present time.

Out of 65 comments noted in regard to working mothers and child care services:

--- 12 commented directly or indirectly on the prohibitive cost of child care available.

--- 30 indicated that some form of Day Care was needed for children although there was no consensus around how this should be organized or where the facilities should be located.

--- 8 were critical of Day Care centres, objecting to staff and the "organization" of their children. It was also evident from some of the comments that these people lacked sufficient knowledge or awareness, re: the advantages and disadvantages of day care facilities.

--- 12 comments not directly related to opinions on Day Care Centres but rather, indicated the need to work because husband'd income was too low to support family. Three of these expressed concern around difficulties encountered when child was sick. They described having to report in sick themselves and felt that some of their sick leave could be used for just this purpose.

--- The ethnic groups were very strong on home care but often were unaware of the advantages and/or disadvantages of supplementary care.

--- Many of the mothers felt that they had a better relationship with their children; have more time and understanding of their children, and are not taken for granted.

--- They felt that the children gained by having to accept more responsibility and were more reliable and independent.

CHILD CARE IN CANADA

Settlement houses (neighbourhood centres) and creches (nurseries for infants) began to appear and in 1888 the first nursery was opened - the Montreal Day Nursery. In 1890 in Toronto a creche was opened which was the beginning of the Victoria Day Nursery which is still operating in Toronto today. The Ottawa Day Nursery, now the Andrew Fleck Child Centre, was opened in the early years and offers one of the most comprehensive programs available in Canada at the present time.

Initially, the boards of the early centres held the traditional view of doing charitable work to help the poor which, perhaps, explains the social welfare connotation prevalent in existing programs.

"Up to World War II the preschool field was such that some of the very poor and some of the well-to-do were able to obtain preschool programs for their children." (#13, P.3) This is still relevant today. Those parents whose income falls below the accepted standard are eligible for assistance under the Canada Assistance Plan. Those whose income is above a certain amount are able to purchase such care for their children. However, who is providing supplementary care to the families in the middle?

The provision of these facilities has developed slowly and unevenly across Canada. During World War II services were provided and subsidized under Federal agreements with the Provincial Governments.

Those agreements were terminated in 1946 and while Ontario was the only province to continue subsidizing centres, its program was quite limited. It has only been since the advent of the Canada Assistance Plan in 1966 that federal funds, on a 50-50 cost sharing basis with the provincial governments, have been available for child care services.

In August 1972, a day care information centre was opened within the Department of National Health and Welfare under the management of Howard Clifford. The purpose of this information centre is to gather information on services available in other provinces and pass this information on to interested individuals, agencies and government departments. The centre has prepared a bibliography on different aspects of child care such as how to establish a centre, licensing and standards and has plans to expand these services in the future.

The administration of child care programs is under provincial jurisdiction. Many departments, ie: Departments of Welfare, Health and Education, are involved due to lack of clarification as to where the jurisdiction lies. Costs are shared by the Federal and Provincial governments in most cases,with fees charged to the parents on a sliding scale based on their ability to pay. These fees meet only a part of the operating costs. Centres are operating under the auspices of local governments, social agencies, private and commercial organizations. Family day care and homemaker services are also operated by voluntary agencies.

Licensing and standards are under the jurisdiction of provincial authorities which vary from province to province. In Manitoba, licensing provisions are in the regulations under the Public Health Act and the Uni-City By-Law. The Manitoba Department of Education is responsible for early childhood education, including any relevant aspects involved in child care services.

A study published in January 1972 by the Canadian Council on Social Development, showed there was a striking gap between organized child care services and the present, as well as the potential need for them. It further showed that existing programs were ill-adapted to serve the needs of the community in this regard.

A study done by the Women's Bureau, Canada Department of Labour in 1970 noted that:

(1) "One in five mothers is working for pay or profit."

(2) Working mothers number 540,000.

(3) Over one million children under the age of 14 years have working mothers.

(4) Working mothers comprise almost a quarter (24%) of the female labour force.

(5) One half of working mothers have children under six years of age.

(6) Three quarters of working mothers have one or two children (under 14 years of age).

(7) The majority of children under 14 of working mothers (65%) are aged 6-13, the age of school attendance.

(8) <u>There are no regular care arrangements for one in ten children of working mothers</u>.

(9) A third of their children cared for in their homes are cared for by their fathers.

(10) More working mother families earning $10,000 and over pay for their child care (37%), than families earning under $3,000 (16%). (#6, PP iii/iv)

Again in view of the statistics found in #8 above - Where are their children?

The Women's Bureau study includes 908,000 children of mothers employed full time in the labour force. "Of these, 908,000 children 63% are attending school and 37% are not. (#6, P.13) Of this 37% only "one per cent are cared for in a day nursery or nursery school. (#6, P.14)

In view of the evidence supported by recent studies on the number of day care centres and nursery schools in Canada, it would appear ironic that in 1971, the National Health and Welfare would publish a booklet entitled, " The Day Care Centre: A Community Resource in an Emergency," which outlines as follows:

> "Day care centres, if properly set up and administered, provide creative and rewarding experience for children and promote their intellectual growth, general health, and social development. Day care benefits individual children, strengthens family life and enhances community service. Thus, the community through day care supports parents in the child-rearing responsibilities. Day Care Centres can also provide protective and preventative services during emergencies. Indeed, all aspects of day care planned and operated as an ongoing community resource of social and family services are significant for a program of child care under an emergency setup"(#8,P.3)

If only 1% of the children under school age of working mothers are in day nurseries or nursery schools, one could assume that the obvious shortage of such centres could not possibly fill the need in the event of a national, or for that matter, a local emergency.

We have discussed the needs of working mothers in general, however we feel that the sole support mother deserves special attention. This category includes widows, separated or divorced women and single mothers. With divorce and separation becoming much more common and the attitude of society changing toward single mothers, the numbers of mothers in this category are increasing. Of the 540,000 women included in the

Women's Bureau study (#6), 10% of the total number of working mothers are widowed, separated,or divorced.

> "In most cases the sole support mother must make the decision either to stay home with her children and be supported at a minimal standard out of public funds,....or to go out to work to provide a living for her family. Many such women feel they must work. Then the problem arises of adequate care for the children during their hours of employment. These mothers join the ranks of thousands of women from two-parent families who work to supplement their husband's income." (#29, P.13)

These one-parent families have very special needs. With the current trend of rising prices, the ability of the two parent family to maintain a decent standard of living is very difficult. For the sole support mother, operating on only one income, it can be a disaster. These families need access not only to child care facilities, but other community services to assist them to maintain employment or they become dependent upon welfare and thus deprive their families of necessary goods and services.

According to Statistics Canada, 1971:

> "The average income of families headed by males was nearly twice that of families headed by females. In 1971, 7.9% of all families with male heads had incomes of less than $3,000 compared to 33.7% for families with female heads. On the other hand, 46.2% of all families headed by males had incomes of at least $10,000 compared to only 11.9% for families headed by females. (#48)

In 1972, the Federal Government began to allow the cost of caring for children for tax purposes to be deducted from the income of a working mother, within certain limits.

According to a booklet entitled "Child Care Expenses, Tax Reform and You", she may deduct the amount actually spent on child care provided it does not exceed the least of the following amounts: $500.00 per child, $2,000.00 for the family, 2/3 of her earned income.(P.2) However, in order to take advantage of this exemption, mothers must provide a receipt.

Herein lies the problem. For those mothers whose children are cared for at a day nursery, whether private or subsidized, receipts are readily obtainable. For those mothers whose children are cared for in Family Day Care homes the situation is vastly different. Many day care mothers are caring for children in their homes in order to add a little extra to the family income. In many cases, the fees paid to the day care mother are small or, at any rate, minimal, for, out of this fee, the day care mother must provide nutritional snacks and lunches and in some instances, breakfast as well. She also has the additional wear and tear on furniture and other belongings. Consequently, the net amount does not warrant claiming in regard to her income because if she so acknowledges receipt of such money, her husband must naturally have to pay more income tax on his earnings. Many husbands have forbidden their wives to care for children in their homes if this money must be declared on tax returns.

Many working mothers, rather than lose contact with their family day care home, do not insist on a receipt. This causes additional strains on the budget and, in the case of a sole support mother, creates an additional financial burden.

CHILD CARE IN OTHER COUNTRIES

Child Care is defined by the Social Commission of the United Nations as follows:

> "An organized service for the care of children away from their own homes during some part of the day when circumstances call for normal care in the home to be supplemented." (#52, P.1)

Concern for the social, health, economic and educational needs of young children as a social service is universal. Organized child care facilities have existed for a long time - "Sweden 1834, Norway 1837, U.S.A. 1854, United Kingdom 1866 and France 1869." (#52, P.2)

There are many different forms of child care services available, not only in the developed countries but in the newly developing countries as well. The provision or lack of child care facilities is of major importance to governments, social agencies and parents all over the world.

Many experts in the field of child development recognize that the needs of the young child should be supplemented outside the home. Day care is seen as a preventative measure as well as an enriching experience for young children, and in many instances, helps to strengthen family life. Research is now being undertaken in many countries to investigate the affects of day care upon children, due to the deprivation of normal home care for long periods of time.

There are many differences of opinions and attitudes in the various countries concerning child care services - from lack of acceptance to "favouring the increase of such services to assure all mothers an equal

opportunity to work or to contribute to the national economy." (#52,P.25). The general consensus is that child care facilities should be provided in order to allow parents freedom to choose, when and if, they wish to use such facilities.

The most common purpose of the child care facilities is to serve working mothers. In those countries where women are encouraged to work, legal provision is made for the establishment of child care services. Other areas of concern are the health, educational and social aspects which affect the development of small children.

We have chosen to outline some aspects of the child care facilities in other countries: their methods, their focus and their philosophy. Sweden, Russia, and Britain have very definite philosophies quite different to that of Canada.

SWEDEN

In Sweden, there is a prevalent belief that education and social care are public concerns and are available to all sectors of the population. Education is integrated into community life and benefits all age groups. There are general allowances for all children and study allowances for students. Once a student reaches the productive stage he pays the pensions of the next generation of pensioners and this is perpetuated generation by generation. Free medical and dental treatment is also available to all children.

There is a great deal of community involvement in the pre-school centres - teenagers drop in to play with the children and pensioners are

involved in teaching the children to use tools and build some of their own equipment. Most of the toys used in the schools and preschools are made by the pensioners in workshops built into their living accommodations.

Swedish officials feel that this community involvement provides a more homelike atmosphere for these children, who must be away from their own homes for long hours.

Swedish child care centres cater to children from 6 months to 7 years which is the compulsory school entering age. The centres are generally designed to accommodate 60 children but this varies depending on the needs of the community. The centres are open from 7:30 A.M. to 7:00 P.M. during the week as well as on Saturday mornings.

Mothers in Sweden can return to work once the child is 6 months old (at this time her full salaried maternity leave terminates). Since the professionals realize that institutionalized care before the age of three, presents emotional hazards, studies are being done on the financial and economic feasibility of supplementing the family's income so that the one parent may stay at home until the child is three years old.

Child care services are generally available to working mothers, with priority given to children from families where the mothers must work out of economic necessity. Fees are on a sliding scale based on family income.

The environment in the pre-school centre is warm and friendly, colourful and geared to small children. Most of the toys and equipment are hand-crafted. Indoor and outdoor playing and working is stressed. In addition, the children are actually involved in growing food and in the

preparation and serving of their meals.

The children are encouraged to participate in challenging situations and are encouraged to cooperate with one another, without being competitive in order to help them cope with obstacles and failures as well as develop self-reliance. The teachers encourage self-expression and individuality.

BRITAIN

> "The ministers of Health and Education accepted the view of medical and other authorities that, in the interest of the health and development of the child, no less than for the benefit of the mother, the proper place for a child under two years of age was at home with its mother." (#39, P.438)

Consequently, mothers of children under two are discouraged from working. However, day nurseries are available for those children whose mothers, for economic reasons are obliged to work outside the home, children with special needs and for those children whose mothers are unable, mentally or physically, to provide adequate care at home for the child.

Although the basic skills of reading, writing, and arithmetic are not included in the nursery school program for the children in a formal way, they are encouraged along these lines through play. In Britain, the nursery school is seen as an educational need for the child, not to facilitate the working mother.

> "All children in nursery schools and classes maintained by local education authorities are entitled to free medical and dental examination and treatment under the school health service, and to free mid-day milk. They are also entitled to subsidized mid-day meals, unless they are attending part time." (#39,P.440)

The local education authorities also provide holiday classes and play centres for children in primary and secondary schools. Play centres are supervised by teachers and/or volunteers. Some employers also provide these facilities for the school aged children of their employees.

The National Nursery Examination Board was established in 1945 to regulate the training of students. The course offered provides in-training in day nurseries etc. as well as class work in related subject areas.

The average cost of care is $8.50 per week per child with a maximum charge of $1.80 per day, based on the income of the parents and ability to pay.

Under the National Health Services Acts 1946-1952, and the Nurseries and Child Regulation Act, 1948, local health authorities are obliged to provide day nurseries, care of expectant mothers and for children under five.

RUSSIA

One of the most pressing problems in Russia is how to provide adequate care for the children of working parents.

> "Soviet public policy on the needs of pre-school children is determined by a combination of practical and idealogical factors. Nearly 80% of Russian women between the ages of 20 and 55 hold jobs outside their homes; in a society in which most women work, it is obvious that a share of the responsibility for raising Russia's children must be shifted from the traditional family structure to public institutions. Idealogically, the Soviet Government has always favoured communal child rearing, for it encourages personality with the collectivist ideals the state wishes to instill in all its citizens." (#31, P.41)

It is interesting to note that even with expansion of preschool facilities and government commitment, in Russia only 10% of children under 2 years and 20% of children 3-7 (compulsory school entering age), are enrolled in nursery centres. (#31, P.41) The extended family in Russia is more pronounced than in most countries because there is a housing shortage which results in grandmothers and other relatives living in the same home as the parents of children needing supplementary care. This situation would create an atmosphere whereby the parental attitude would be that....most Russian mothers prefer to have care for their children provided by grandmothers and neighbours at home. This is especially true for infants; in the nurseries in Moscow, for instance, they have vacancies but the kindergartens cannot meet the demand.

> "Soviet Social Scientists have proposed several alternatives to the present reliance on state kindergartens. Working women now receive eight weeks of paid maternity leave and are guaranteed their jobs back if they take a year's leave after the birth of a child. Sociologists have proposed extending the paid leave to a year and the general leave of two or three years. It has also been suggested the women receive the same salary as men for a shorter working day. (#31, P.42)

The quality of the centres vary from neighbourhood to neighbourhood. Although some centres are attached to factories, neighbourhood centres are preferred.

Strong emphasis is put on developing every day skills in order for the child to operate within a group. Whereas in most countries individuality is stressed, the emphasis in Russian centres is on collective group action. English is taught in some centres, to the older kindergarten children. The Russian teachers put strong emphasis on learning by imitating

although reforms are in progress to encourage the children to think rather than imitate and memorize thereby stressing more individuality. Patriotism is taught in the **Russian** preschools much along the lines that religion is taught to children in other countries.

U.S.A.

The situation in the United States is similar to that of Canada with the exception that some industries and one hundred hospitals have set up facilities for their employees.

In the late 1960's,the Amalgamated Clothing Workers of America negotiated with several firms for funds with which to start a program for their employees. The child care facilities are now operating ....one in Chicago, five in Maryland, and Pennsylvania. These are offered on a low or no cost basis, and are run jointly by the union and the employers' organization. The U.S. Department of Labour, Health, Education and Welfare are operating demonstration centres available to some employees.

The U.S. Women's Bureau has found industry becoming more and more interested in the child care field, and a few are providing funds for establishing services for their employees in existing centres. In some cases they also provide employees with vouchers with which to pay for the services.

In providing these services, the various industries and hospitals have found an added inducement to employees not only in the initial hiring but also valuable employees tend to remain employed for longer periods of time when they are ensured of adequate care for their children. A major improvement in employees' attitudes and greater productivity have been obvious results.

CONCLUSION

In the preceding chapters we have attempted to deal with all aspects of supplementary child care. We have attempted to weigh the advantages and disadvantages in an effort to stimulate thought, study, further research and action in order to solve this crucial problem.

One obvious conclusion that one can draw from this study is that the need for supplementary care for young children is universal. Another is that parents, educators and all who are concerned with the future of children should study, develop and establish programs to the satisfaction of all concerned. The prime consideration is the development of our children.

The situation as it stands in Canada today obviously points to the need for a standard delivery of service to all the provinces and territories. Service is fragmented and inadequate to meet the needs of these thousands of children requiring supplementary care.

The education of parents to the advantages of supplemental care is essential. The success of any comprehensive program is dependent on the response and participation of the parents who should assist agencies and governments in closing the gaps in service; provide the necessary supports needed in organizing co-operative facilities; and the provision of varied, inexpensive adequate programs.

We hope that our efforts in this regard will be rewarded by interest, concern, and action on the part of our readers.

KINDERGARTEN (Original)

"A garden where the children are the plants and the teacher is the gardener, who helps their development along the lines of nature and not those laid down by man." Friedrich Froebel

Definition of Day Care under the Relevant Legislation in Manitoba

The Public Health Act (Regulations - Part V - Division 5)

130. In these regulations, in this division, unless the context otherwise requires, the expression

(d) "Day Nursery" means a place in which three or more children not of common parentage are received for care apart from their parents or guardian for a period of less than 24 hours whether for compensation, reward or otherwise, but does not include a nursery school, or kindergarten conducted as part of a school under the Public Schools Act.

Child Care as defined by the World Health Organization

"An organized service for the care of children away from their own homes during some part of the day. The primary objective of day care services is to help parents in the daily care and up-bringing of their children, and thus to support the continuing care of children in their own homes."

The following are descriptions generally applied to Child Care in Manitoba today:

Day Nurseries:

Provide supervised group care for pre-school children for a full day. They attempt to carry out a combined programme providing child care, nursery education, and social experiences. (#46, P.22)

Lunch and After Four Centres:

Provide group care at lunch time and after school for school age children, and supervision at lunch and during the afternoon for children who attend kindergarten in the morning. (#46, P.31)

Family Day Care:

Provides regular or daily care of a child in a family home when his parents are working or otherwise absent during the day. A social agency studies and selects the home, effects the placement and provides continuous supervision of the day care home, while attempting to maintain a helpful relationship with the parents. (#46, P.35)

Nursery Schools:

Generally attempt to provide an educational experience for pre-school children who attend the programme for short periods of the day (mostly under 3 hours). There is the opportunity for children to interact with peers and thus develop some special skills. (#46, P.42)

Homemaker Service:

While day care facilities provide supervision for children out of

their own home, homemaker service attempts to provide adequate care for the children and supplementary help to parents in their own home. Social work service is an important adjunct to the provision of homemaker service. (#46, P.52)

Headstart Program:

An additional service sometimes available in addition to other programmes. This type of programme gives valuable assistance to children or immigrant parents to enable them to better enter the public school system. This programme is often introduced, as well, to children from disadvantaged homes.

Kindergarten and Pre-Kindergartens with the Public School System:

Most school divisions provide kindergartens for 5 year olds to provide a programme designed to prepare children to enter the regular school curriculum. In some areas, mostly in Winnipeg, pre-kindergartens have been provided to further assist children from disadvantaged homes, and those children from homes with different cultural and ethnic families (other than from English and French speaking homes).

APPENDIX II

RECOMMENDATIONS AND CONCLUSIONS

OF

RECENT STUDIES

Source: Welfare Policy in Manitoba
Province of Manitoba
Clarence L. Barber December 1972. (#2)

In view of the major importance of Mothers' Allowances as a category of welfare expenditures, there is a particular need for a further examination of the position of this group with a view to determining to what degree they might become self-supporting. This will require more adequate incentives for earning additional income and better facilities or arrangements for child care. Even with improvements in this respect many mothers might choose to stay at home with their children. Still a significant number might choose to enter the labour force. To the degree that this occurred there would be not only an immediate reduction in welfare costs but a favourable longer term effect in respect to contact with the world of employment and the ability to become self-supporting. (#2, P.9)

Source: A Report of the Special Senate Committee
Poverty in Canada. 1971. (#12)

Recommendations with Respect to Day Care Centres:

1. That child care services be recognized and supported as a necessary resource for the contemporary Canadian family.

2. That expansion and development be carried out along the following lines:

   (a) day care facilities to meet the needs of children under the age of three;

   (b) for children three years and over, day care facilities should be related to the educational system and located where possible, in school buildings;

   (c) in the operation of these centres every effort should be made to make the maximum use of local para-professionals such as teachers' aides and teachers' assistants; and,

   (d) public subsidy should ensure equality of access to all of these facilities.

Source: One Million Children - C.E.L.D.I.C. Report - Commission on Emotional & Learning Disorders of Children, 1970 (#18)

Recommendations:

1. That educational authorities make nursery and kindergarten programmes available to all children who are likely to benefit from these pre-school experiences and that in the development of these services priority be given to children who are physically, educationally or socially handicapped. (Recommendation #2, P.143)

2. That health authorities cooperate with other community planning bodies in the promotion and development of day care services. (Recommendation #38, P.175)

3. That health authorities direct special attention to the health needs of children in economically disadvantaged areas, and experiment with flexible patterns in the delivery of health care to children in settings close to the child's home such as schools and day care centres. (Recommendation #40, P.175)

4. That communities give priority to the development of a variety of day care programmes for infants, preschool and school age children. (Recommendation #51, P.213)

5. That space and staff be provided for day care programs in all housing areas and schools where need for this service is revealed and in places where large numbers of mothers are employed. (Recommendation #51, P.213)

Source: Day Care - Report of a National Study by the Canadian Council on Social Development - January 1972. (#13)

1. Day Care services should be available to all who need it or want to use it. Primary and ultimate responsibility for the achievement of this objective should rest with each province in its own jurisdiction.

2. Joint boards or inter-departmental committees should be set up to assure communication between jurisdictions in the planning and provision of day care services.

3. First priority should be given to establishing day care services for children under two years of age and for those children whose parents are out of the home and children who have been diagnosed as requiring special care.

4. Further study is required of appropriate training programs and qualifications for personnel working in the day care field; the appropriate use of volunteers; methods of financing day care services; the contribution of day care services to the development of family life and child health education programs; and prerequisites for effective community action in promoting good day care services where needed.

Source: Report of the Manitoba Volunteer Committee on the Status of Women submitted to the Royal Commission on Status of Women. March/68(#43)

10. Adequate Day Nursery Services to be instituted to help women in the low income group to either take employment if they wish, to have a place to leave their children when they need to escape from their stressful environment for relaxation or when assistance is needed when mother has to keep an appointment for medical reasons, etc.

11. Provision to be made for the care of children during after-school hours until mother returns home from work.

12. Provision of hot lunches during noon hour in school.

22. Building of apartment blocks for specific use of widowed, deserted, single women with accommodation for children when necessary. The aforementioned recommendations, re: education, recreation facilities, medical centres and child day care services could be incorporated in such a block. This would then allow the unmarried mother to keep her child if she so wished.

41. The Federal Government should give serious consideration to the mature woman who is a sole breadwinner and attempt to formulate co-operative action between Manpower Unemployment Service, provincial departments of Education and Welfare, the end result of which would be that Welfare monies would be augmented to pay the cost of tuition, books, transportation and provide Child Care in order to allow the mother to be trained for skilled work and thus be able to provide for her family independently.

42. The Federal Government should encourage industries and small factories to provide child care facilities on the factory site, (as happens in many other countries) in the way of nurseries, playgrounds and eating rooms.

Source: Royal Commission on the Status of Women. September 28, 1970. (#44)

115. We recommend that fees for the care of children in day care centres be fixed on a sliding scale based on means of parents. (Par.167)

116. We recommend that the provinces, where they do not already do so, pay not less than 80% of the provincial-municipal contribution to day care centres. (Par.170)

117. We recommend that the National Housing Act be amended to (a) permit the making of loans for the construction, purchase and renovation of buildings for day care centres, and (b) permit the inclusion of space for day care centres in housing developments, including university buildings, for which loans are made under the Act. (Par.173)

118. We recommend that the federal government immediately take steps to enter into agreement with the provinces leading to adoption of a national Day Care Act under which federal funds would be made available on a cost-sharing basis for the building and running of day care centres meeting specified operating costs; (b) during an initial seven year period, pay 70% of capital costs; and (c) make similar arrangements for the Yukon and Northwest Territories. (Par.181)

119. We recommend that each province and territory establish a Child Care Board to be responsible for the establishment and supervision of day care centres and other Child Care programmes, which will (a) plan a network of centres (as to location, type, etc.) (b) set and enforce standards and regulations, (c) provide information and consultants, (d) promote the establishment of new day care services, and (e) approve plans for future day care services. (Par.187)

120. We recommend that the Department of National Health and Welfare offer an extension of advisory services to the provinces and territories through the establishment of a unit for consultation on child care services. (Par.188)

Source: Day Care Services in Manitoba
Manitoba Government
Leonard Rutman January 1971. (#46)

Recommendations:

1. That the Provincial Government assume ultimate responsibility for helping families arrange supplementary care for their children.

2. That families using day care services be expected to contribute toward the cost of care on the basis of ability to pay.

3. That a Day Care division be established within the Department of Health and Social Development.

4. That the Department of Health and Social Development provide uniform licensing regulations for the Province.

5. That there be a single licensing authority at the provincial level with an interdisciplinary focus - health, social development and education.

6. That the Province promote the establishment of day nurseries by (a) the provision of "seed moneys" to parent groups whose children require day care services and (b) the establishment of several demonstration day care centres within the public school system.

7. That the Department of Youth and Education encourage the utilization of public school facilities for the supervision of school-age children between 9:00 A.M.,during lunch hour and after 4:00 P.M.

8. That the Province promote the expansion of organized family day care service.

9. That the maximum fee families pay for family day care be the amount given to the provider.

10. That the Province explore the feasibility of establishing day-time programmes having treatment goals to meet the needs of children with particular problems.

11. That the Province promote the expansion of homemaker services as well as develop organized homemaker services in areas currently lacking them.

12. That there be established training programmes which could be complementary and supplementary to the existing two year programme available at Red River Community College.

13. That a Voluntary Day-Care Committee be established by a non-governmental agency to comment on the Provincial initiative in day care services.

Source: Early Childhood Education in Manitoba.
Manitoba Government
George Tsalikis 1971 (#51)

CONCLUSIONS:

1. Whereas most of the voluntary organizations which founded kindergartens in Manitoba were mainly concerned with neglected children of working parents and were motivated by humanitarian or sectarian interests, public schools considered kindergartens and nurseries mainly as an educational endeavour. Such programmes were integrated into the public-school system to ease the child's progression from the family to the school. However, some of the factors which are regarded as having an important role in articulation between pre-school education and grade I, such as evaluation of programmes and children, close supervision of programmes, frequent parent-teacher conferences, special curricula, etc. are not the object of systematic policies in some school divisions.

2. The development of pre-school programmes in Manitoba was influenced mainly by the economy factor. Legislation empowering the school boards to establish, if deemed expedient, such programmes or other services for pre-schoolers produced little result as long as the necessary grants were not provided by the provincial government for the implementation of existing policies. As a result of the present pattern of optional pre-school education, based largely on local taxation, there is inequality of opportunity among different municipalities and among people of different social classes.

3. Besides the economy factor, disparity of provisions and practices in pre-school education is due to decentralization and fragmentation of services and decision making. The system, in general, has a lot of room for competition and overlapping of services; but little provision is made for central planning and cooperation. Disparity of provisions is present in all the areas of pre-school education.

4. The application of existing curricula is confronted in some districts with the shortage of accommodation and equipment. The problem is two-fold; first, there is inadequate space in all school divisions; second, there is a wide variability in the space and equipment provided by different school divisions or by various schools within divisions. Rural divisions seem to be less equipped than urban ones.

5. Transportation of pupils is one of the major difficulties in the application of pre-school programmes in rural Manitoba. Full-day kindergarten classes on alternate days are not likely to solve the problem. Moreover, the development of nursery classes in rural areas would probably be faced with far greater transportation difficulties.

6. Although the shortage of trained pre-school teachers was a claimed reason for not making extensive provision for kindergarten classes in the 1940's, twenty years later, when the institution spread in most parts of the province, special qualifications on the part of the teacher were not yet a requirement for his employment. Most of the teachers engaged in pre-school education in Manitoba do not meet, in terms of training, the standards recommended by the Association for Children's Education International, or even those accepted by many economically advanced societies. Rural areas are far more disadvantaged than urban ones in this respect.

7. While there is no government curriculum of nursery programmes, the kindergarten curriculum of the Department of Education does not meet the needs of all the groups of children concerned. Curricula of pre-school education are largely based on foreign precedents. Local needs and the needs of the children with special problems have not been systematically assessed in designing such programs. The Department of Education has recommended the establishment of nurseries in all school divisions particularily in culturally disadvantaged areas and is experimenting with head-start programmes for children of Indian extraction. However, nursery classes are now developing piecemeal without central planning on the same pattern as kindergartens before the full extension and improvement of the latter. Head-start programs were considered as a separate operation before any systematic evaluation was made of the whole system of pre-school education.

8. Few day care services for pre-schoolers have developed in some school divisions or schools within divisions. No government grants are available for such provisions and the findings of the study may support the assumption that some education authorities are reluctant to offer such services that are not considered educational.

9. In the absence of a provincial school health service, there is a large variability of health policies in different school divisions. There is no statutory provision for compulsory medical examinations before admission in pre-school programmes, or for medical tests on a routine basis. Pupils are usually referred to the family doctor by the teacher or by the public health nurse. The role of the teacher in the screening process needs systematic examination.

10. In Manitoba there is no government policy for the early diagnosis and treatment of handicapped children of pre-school age.

11. As the pre-school education system of the province is optional, highly decentralized and largely dependent on local taxation, some areas or sections of society benefit more from it than others. Many children enter the system of compulsory primary education less prepared for competition - which is the main characteristic of the whole educational organization - to accumulate disabilities, while others accumulate skills.

APPENDIX III

B I B L I O G R A P H Y

APPENDIX III

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APPENDIX IV

SURVEY FORM

JUNE 1973

WORKING MOTHERS AND THEIR CHILD CARE ARRANGEMENTS

1. Employer: _____

2. Area of City employee resides in: _____

3. Distance to & from work: _____

4. Mode of Transportation: Bus ( ) Car ( ) Other _____

5. Language spoken: In Home _____ At Work _____

6. Age: _____

7. Last year of Education Completed: _____ Where: _____

8. Marital Status: Married ( ) Separated ( ) Divorced ( )
   Widow ( ) Single ( )

9. Length of time with Present Employer: _____

10. Position Held: _____

11. Working Hours: Days _____ Shifts _____
    Full _____ Part time _____
    School Hours Only _____

12. Would you work full time if reasonably priced child care was available? Yes ( ) No ( )

13. Earnings:

	SELF	SPOUSE
Daily	$_____	$_____
Weekly	$_____	$_____
Bi Weekly	$_____	$_____
Monthly	$_____	$_____

14. Income from other sources:

Government Subsidy	$_____
Maintenance	$_____
Pension	$_____
Other	$_____

15. Number and ages of Children under 14 years: ( ) _____

16. (a) If children over six, are they attending school? Yes ( ) No ( )
    (b) Are children allowed to bring lunch to school? Yes ( ) No ( )

17. Did you work when your children were under six? Yes ( ) No ( )

    (a) If not, would you have worked if adequate Child Care facilities were available? Yes ( ) No ( )

18. Is the Child Care service near: Home ( ) Work ( ) Neither ( )

19. How is the child transported to and from the child care facility?
    Walk ( ) Bus ( ) Car ( ) Other _____

20. What is the cost of Child Care per: Day $_____
    Week $_____
    Month $_____

    (a) Do you feel this charge is: Reasonable ( ) High ( )
    Sacrifice ( )

    (b) If the cost went up, would you be forced to quit work? Yes ( ) No ( )

21. What Child Care facilities do you use?
    (a) Day Care Nursery: Full Time ( ) Part time ( ) Lunch/after 4 ( )
    (b) Nursery School: Full Time ( ) Part time ( )
    (c) Family Day Care: Agency - Full time ( ) Part time ( ) Lunch/after 4 ( )
    Private- Full time ( ) Part time ( ) Lunch/after 4 ( )
    (d) Homemaker: Agency - Full time ( ) Part time ( )
    Private- Full time ( ) Part time ( )
    (e) Headstart: Full time ( ) Part time ( )
    (f) Care in own home by: Father ( )
    Other Relative - Under 16 ( ) over 16 ( )
    Other Person - Under 16 ( ) over 16 ( )
    (g) No Regular Arrangement ( )

22. If care is given in the home by the Father:
    (a) Did he arrange his shifts to accommodate your working? ( )
    (b) Did you arrange your shifts to accommodate working arrangement? ( )
    (c) Was he already on Shift Work? Yes ( ) No ( )

23. What extra services are provided? Health ( ) Dental ( )
    Visiting Homemaker ( )
    Recreation ( ) Transportation ( )
    Other _____

24. What made you choose this type of care for your child?
Cost ( ) Convenience of location ( ) Program ( ) Other _____

25. What type of arrangements for care have you made in case of:
Emergency ( ) Vacation ( ) Illness ( ) Other _____

Child	Child Care Facility	Child
_____	_____	_____
Child Care Worker		**Care Person**
_____		_____

26. What Child Care facilities would you prefer if cost were not a factor?
(a) Day Care Nursery ( )
(b) Nursery School ( )
(c) Family Day Care: Agency ( ) Private ( )
(d) Homemaker: Agency ( ) Private ( )
(e) Care in Own Home: By Father ( ) By Relative ( ) By another person ( )
(f) At Work ( )
(g) In Schools ( )

27. Comments: